



# Seasonal Interchange

## Community Autism Resources

Promises to keep...

*A Place to Start...A Presence on Your Journey*

**S p r i n g  
2 0 1 1**

**Inside this  
issue:**

Sherry's Kitchen **2**

Sharing our Soft-  
ware **4**

The Spoken Word **5**

Inside Story **3**

Inside Story **4**

Family Leadership  
Update **8**

Contact Us **9**

# Save the Date

**The Hearts and Hands Walk for  
Autism and Family Fun Day**

**September 24th, 2011**

**Bristol Community College**

**Fall River MA**



## **Monday Morning Message**

We would like to take this opportunity to once again remind everyone that much of our up-to-date information is forwarded to you weekly via the "Monday Morning Message." Times have certainly changed since we began providing information to families and professionals and the time frames for information and response is rapid paced. The MMM has everything from upcoming conferences, grant availabilities, family fun days, and legislative and educational issues. If you are not receiving the "Monday Morning Message" via your email, we urge that you register for this service by calling our office at 508-379-0371.

# Sherry's Kitchen

## Specific Carbohydrate Recipe –Lemon cake



### CAKE MIX

8 eggs, separated  
1/2 pound almond flour  
1 large lemon (juice)  
3/4 cup honey

### FILLING:

4 eggs, well-beaten  
3/4 cup honey  
1 large lemon (juice)  
1 teaspoon olive oil  
3/4 cup water

### DIRECTIONS

1. CAKE: Beat egg yolks until thick. Add almond flour, lemon juice, and honey (3/4 cup), and beat well.
2. In a separate bowl, beat egg whites until stiff. Gently fold egg-yolk mixture into egg whites until just combined.
3. Pour into two ungreased 9-in round layer pans and bake at 350 degrees for 45 minutes.
4. FILLING: Beat eggs well. Add the honey, lemon juice, oil and water.
5. If you have a thick-bottomed saucepan and are good with a whisk, don't bother messing around with a double boiler, just heat up the mixture and keep whisking to keep it from curdling, until it thickens. (Tip from Deana on the website)
6. Chill filling before spreading between layers of cake and over the top and sides. I personally like to poke holes on the top layer of the cake for the glaze filling to soak into the bottom layer. Garnish the top with some fresh berries of your choice or as Deana suggests with a twisted lemon slice (slivered almonds and a mint sprig would be pretty, too). Enjoy!

## Gluten-Free Casein-Free Recipe– Sweet Potato Coffee Cake

Preheat oven to 350 degrees F. Grease a 9-inch cake pan with shortening and dust lightly with gluten-free flour.

Dump the cake mix into a mixing bowl. Add the remaining ingredients- sweet potato through ginger. Beat until a smooth batter forms; beat an additional minute. Pour into the prepared cake pan; shake a bit to distribute the batter evenly. Crumble the topping all over the cake batter. Bake in the center of a preheated oven until firm and tender- about 30 minutes or so. I bake at high altitude, so your mileage may vary. Cool on a wire rack.

Place a large plate on the cake pan; quickly turn over and release the cake; repeat onto a clean cake plate.

1 box Whole Foods Gluten-Free White Cake Mix\* 14 oz. box makes one 8 or 9-inch cake  
1/2 cup pureed sweet potato  
4 tablespoons light olive oil  
Ener-G Egg Replacer for two eggs (made with warm water)  
1/2 cup vanilla hemp milk- or non-dairy milk or orange juice  
1 teaspoon cider vinegar  
2 teaspoons bourbon vanilla  
1 teaspoon cinnamon  
1 teaspoon ground ginger, or 2 teaspoons fresh grated, if you prefer

### Dirt Bomb Topping

2 tablespoons Organic Spectrum Shortening  
1/2 cup organic brown sugar  
1 tablespoon gluten-free flour  
1 1/2 teaspoons cinnamon

Mix the topping ingredients together in a small bowl; rub and crumble it between palms to create a sandy texture.

# Regular Recipe– Simple Yogurt Cake

2 cups all-purpose flour  
1 1/2 teaspoons baking powder  
1/2 teaspoon baking soda  
1/4 teaspoon salt  
1 cup plain nonfat yogurt (I like the Stonyfield Brand)  
1 cup cane sugar  
3 large eggs  
1/3 cup expeller-pressed canola oil, plus more for oiling the pan  
1/2 teaspoon pure almond extract  
1/2 teaspoon pure vanilla extract  
2 cups fresh berries for garnish  
**\*Use organic ingredients whenever possible**

Preheat oven to 350°F. Oil a 9-inch cake pan, then line the bottom with a circle of parchment paper. Oil the paper, too; set the pan aside.

In a medium bowl, whisk together flour, baking powder, baking soda and salt. In a separate bowl, whisk together yogurt, sugar, eggs, oil, almond extract and vanilla extract. Gently whisk flour mixture into yogurt mixture just until blended and smooth.

Pour batter into prepared pan and bake for 45 minutes, or until cake is golden brown and top has formed a thin crust. The cake should be just firm in the center when done. Cool cake on a wire rack for 10 minutes, then remove cake from pan and peel off parchment paper. Continue cooling on a rack. Slice and serve with berries and fresh whipped cream.



## Sharing Our Software...LiveScribe SmartPen

By: Kate Dansereau

I recently received for review a Livescribe Echo Smartpen. The smartpen is a pen that records what is being said at the time that you are writing on specially designed dot paper. Simply tap record on the bottom of the page and start writing, when finished tap stop. To hear what was recorded at a certain point in your writing, simply tap on that portion of your notes with the pen and hear exactly what was said at that point in writing. You also have the ability to speed up or slow down the speech that was recorded to listen at your own pace. You can jump back or forth 10 seconds at a time in the audio by tapping the jump buttons or you can jump to any point in your audio file. You can also designate bookmarks by tapping on the star button either during recording or playback.

By downloading Livescribe desktop (for free), you can upload your handwritten notes to your computer along with the audio in order to keep an archived copy of all your notes. Once uploaded they can be moved into original notebooks so that you can take notes from multiple notebooks and organize them into one or many on your computer. These notes are then searchable by typing in a keyword to the search box and Livescribe desktop will find all notes in which that word was written. You can also buy a separate application that will transfer all of your written notes into typewritten notes. You can export audio to share with others or so that you can listen to them on other devices as audio only. There is also a feature called a pen-cast, which is an interactive flash movie of your written words and audio. You can publish these online, share with only certain people via email or embed them onto a facebook page. It's a more interesting and interactive way to get your point across rather than just written notes or audio.



As with most electronics these days, there are also apps that you can purchase separately to customize your pen to exactly your needs. There are dictionaries and thesauruses where you simply tap a word you have written and it will speak a definition as well as type it across the pen's OLED display window. There are language apps that will read a word out loud that you have written in English in another language. There also other subject-specific learning apps and of course games and even apps that will turn your pad and smartpen into a guitar or piano.

Aside from taking and recording class notes, this pen seems to have much potential that I hope to discover! The Livescribe smartpens are available in 2GB, 4GB and 8GB versions (each GB = approximately 100 hours of recording time) and the price range is \$100-\$200. The dot paper is available in journal, notebook and notepad forms and their prices range from \$8-\$25. If you have certain printers, you may be able to print the dot paper. To find out more information you can check out their website at [www.livescribe.com](http://www.livescribe.com) where you can also purchase the pens and supplies as well as at retailers such as Best Buy, Target and Staples.

# The Spoken Word Is Not the Same as Visual Information

By: Linda Armstrong

The majority of individuals on the Autism Spectrum are visual learners. This means that they process information better when they see it than when they hear it. It also often means that they can give a response to a question presented visually better than when they are asked a question solely verbally. It is best to utilize the verbal and the visual together.

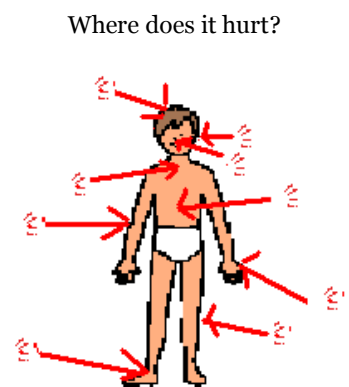
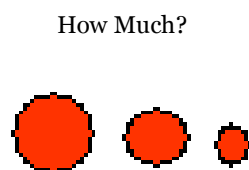
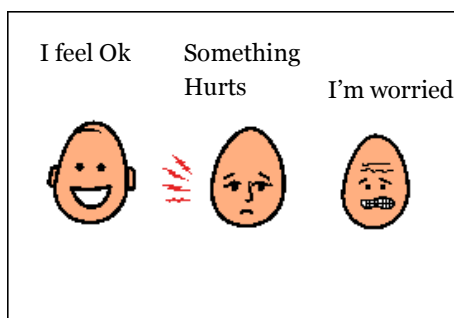
If you ask a person with ASD an open-ended question, such as, “where do you want to go to eat tonight?”, they may have difficult time thinking about the places they like to eat, juggling that information in their head and coming up with a response. If you were to show them several choices visually, for example,



it will help them to process the question better as well as support them in thinking about the possibilities of places to eat. It is important to remember that even if the person understands what is being asked, they may still struggle with organizing a response.

To illustrate what I have been writing about, I will share with you the struggles my son has in telling someone if something is bothering him. In the past, when it appeared something was not right, someone would ask my son, “how are you feeling and he would say, “O.K.” Even if he was explicitly asked if something hurt or if he was worried about something, he would say he was O.K. It became clear that he was not O.K. when he would become agitated and at times even have an outburst.

After struggling with the communication difficulty around how my son was feeling, I had an “Aha moment” and realized that I needed to make some visuals that people could show him as they asked him how he was feeling. I made the following:



## The Spoken Word, Cont....

These visual representations allow him to tell how he is feeling and if something hurts, where and how much. Because individuals with ASD can get in a routine of saying something (the majority of times the something that hurts my son it is his tooth), they can then have trouble getting out of the routine answer. In my son's case, even though it actually might be something else hurting rather than his tooth, he might point to his mouth and say "tooth". The visuals of the body and arrows to various parts that may hurt can help overcome this.

The fact that my son does not like to acknowledge that something is bothering him complicated this situation further. I knew this about him. Somehow saying it makes something unpleasant more real and more difficult to be in denial about. So when we started using the visual, he would often point to O.K. when it was clear that he was not O.K. I then changed my presentation a bit. When he points to O.K. now, I then ask him if that means nothing is hurting and he is not worried. He then reliably points to something hurts if that is the case. If he is feeling O.K. he will point to that again to confirm that. This illustrates the fact that it is not only important to create a visual but that you must also know how to implement it effectively.

Recently my son developed a cold. Knowing that allergies and colds create very similar symptoms, I wanted him to understand that a cold typically last several days, whereas he remembers that his allergy symptoms last for a longer period of time, which causes his frustration and anxiety to build. I realized I would need to be proactive in order to reduce the anxiety that develops when he has allergies. I quickly wrote a story that would help him understand that he had a cold and not allergies so that I could refocus his thinking and thus lessen his anxiety.

### HAVING A COLD

Sometimes I will have a cold. The best thing to do when I have a cold is to rest and drink lots of water or water with juice. I can drink some tea too.

Nobody likes to have a cold, but colds get better. After 3 or 4 days I should feel much better.

While I have my cold, I can listen to music in my recliner, watch some DVD's, and try to sleep when I feel sleepy. Worrying or thinking a lot about my cold won't make it go away or make me feel better. Thinking about things that make me feel happy can help me to stop thinking about my cold. Happy things can help me to feel happier.

## The Spoken Word Cont...

People with ASD are associational thinkers, so being in a situation or having symptoms that remind them of something very stressful for them, in this case stuffiness and congestion and possibly a toothache from sinus pressure, can lead them to exhibit the same behavior they exhibited during the original stressful situation. Their anxiety can build quickly and they will not process what you may say verbally as well as they do if you visually depict what you are trying to convey. Along with the story, which as you see mentions thinking about things that make my son feel happy, I made a visual consisting of a list of pictures of things that make him feel happy.

When my son would start to talk about allergies I told him he did not have allergies, he had a cold and then I read the story or had him read it and gave him the pictures of happy things to look at. This approach was very successful in getting him to shift his thinking and not be stuck on the thought of allergies. Because the anxiety caused by his allergies has often led to an outburst in the past, allergies and outbursts can become linked (associational thinking). Just the thought of allergies can bring on a re-enactment of the outburst.

I hope that these examples aid in your understanding of the importance of presenting information to individuals with ASD visually. If you would like to discuss the use of visuals further please contact me. I also want to let you know that I provide visual clinics at Community Autism Resources for individuals with ASD in our region. Once you fill out an application for the clinic, I will meet with you to talk about what type of visual will be helpful, and then I create it, with your input, and you take it with you. I will also work with you on the implementation piece, as this is so critical to the successful use of a visual system. If you are interested in learning more about the use of visuals and/or the visual clinic, please contact me at 508-379-0371 ext. 11 or 1-800-588-9239 ext. 11.



# Massachusetts Families Organizing for Change

A statewide, grassroots coalition dedicated to individual and family support

## SE MASSACHUSETTS FAMILY LEADERSHIP SERIES

**The Family Leadership Series** focuses on supporting families and individuals to live in their communities as naturally and typically as desired. Applications from families with children or adult family members **of any age with any disability** are encouraged

The **Family Leadership Series** has a two fold purpose. The first is to offer information about “best practices” for people with disabilities. The second is to assist families in creating a vision for their family member and a process to achieve the vision by incorporating that information. The annual **SE Family Leadership Series** begins each fall and ends in April; it is comprised of four, two day sessions spread over the six month period. Participants are required to attend all four sessions.

### **The Series focuses on:**

**Initiative and Leadership** – family members are given information on the background of the family support movement, leadership, advocacy and the significance of self-advocacy, how to effectively advocate for change and ways to influence funding and delivery systems.

**Creating A Vision** – a number of presenters offer their perspectives on a broad range of topics: Inclusion in schools; supported employment; positive practices; community living and family support. Families are supported to “imagine better” and to create a vision, with and for their family members, that guides their leadership and advocacy.

**Policy Making at the Local, State and Federal Level** – family members receive information on how to develop networks with professionals and families, how to access and control resources that affect family stress and satisfaction and how to use legislative change to procure resources.

Food and overnight lodging for each family is paid for by the Department of Developmental Services and other state agencies, organizations and businesses. Respite/child care/nursing for family members is also funded.

Families who have completed the Series have had a tremendous impact on systems change for families and individuals with disabilities in Massachusetts. Family members have been active in policy and decision making locally, regionally and statewide and some have decided to do legislative advocacy work. Some families have been involved in community organizing and advocacy on a local level. Others have used their talents and skills to create change for their child with a disability and/or their families.

### **For more information, contact:**

Dianne Huggon

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[mfofc@comcast.net](mailto:mfofc@comcast.net)

***“The Leadership Series not only educated me, it made me think differently. It was great to leave with our visions – I am convinced that there will be better future!” FLS Graduate***



# How to reach us

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Directory of Extensions .....		Ext. 20

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